

## **Media Center Resources**

### **Teaching Instructional Material To Aid Teaching Skills**

#### **Excellent For In-Service**

**To Order: e-mail selected items to Pamela [Jeanette@tn.gov](mailto:Jeanette@tn.gov)  
or fax request (615) 532-9412 attn.: Media Center,  
Pamela Jeanette**

#### **DVDs**

- **7 Effective Strategies for Secondary Inclusion (*Inclusion*)**

1 hr. 5 min. – Author: Dr. Lisa Dieker

Dr. Lisa Dieker, associate professor, author and nationally acclaimed teacher trainer, as she presents practical and effective strategies for inclusion of middle and high school students with mild to moderate disabilities. Educators will learn both school-wide as well as “universally designed: classroom based approaches that will enable them to meet the needs of ALL students with disabilities within fully inclusive general education environments.

- **A Credo For Support (*Teaching*)**

5 min. – Authors: Norm Kunc and Emma Ven Der Klift

This powerful 5 min. video set to music offers a series of suggestions for people who care about professionalism and support. Designed for use in presentations, in service, staff training, and orientation programs and for general public viewing. This video can be a provocative catalyst for a dialogue on these issues.

- **A Mind Of Your Own (*Inclusion*)**

39 min. Closed Cap. – Author: Gail Sweeney

It's been estimated that in every classroom there are two or three kids who are affected by learning disabilities. Though most are of average or higher intelligence, every day is a challenge, both academically and socially as they struggle to keep up with their classes and to gain acceptance from others as well as from themselves. Meet Henry, Matthew, Max and Stephanie, four incredible kids who don't let learning difficulties hold them back or get them down. With the support of family,

teachers and their communities these kids have confronted and learned to cope with their own unique talents.

- **Acting Blind (*Visual Disabilities*)**

52 min. – Author: Martin Duckworth

This documentary takes audiences behind the scenes, as a company of non-professional actors rehearse a play about blind characters negotiating the emotional and physical maze of life without sight. Most of the performers have no problem imagining themselves in these roles, they are blind themselves. In this spirited film, we hear their stories about losing their vision and learning to cope with the world of blindness. Observing as the actors struggle with lines and work out their blocking, and as they manage their daily lives at home, we hear about their struggles to cope with the at first terrifying world of blindness. But we also hear about the ways they have succeeded by opening night. They are a close-knit cast, ready for the curtain to rise for their moment to step into the light.

- **ADHD & LD – Powerful Teaching Strategies and Accommodations (*ADHD*)**

52 min. – Author: Sandra Rief

Sandra Rief, nationally renowned consultant and author of *How to Reach and Teach ADD/ADHD Children*, the *ADHD Book of Lists* and *How to Reach and Teach All Students in the Inclusive Classroom*. (co-authored with Julie Heimburge), presents proven and effective strategies and accommodations to help students with ADHD, learning disabilities and other related disorders become successful in classroom settings.

- **ADD Goes To School (*ADD*)**

Examples of the ADD student included in schools. An insight into inclusion.

- **Attention Deficit Disorder (What Teachers Need To Know) (*ADD*)**

22 min. – Author: Barbara Berga

Barbara Berga, M<MCSW has counseled thousands of youngsters with ADD/HD. After her own ADD/HD diagnosis at age 42, Barbara offers insight into ADD/HD's impact on both children and teachers. Berga covers less obvious behaviors, hypersensitivity to sound, touch, smell and withdrawal as tell tale symptoms. Teachers will learn ways to find

each child's talent and set up routines, task times, breaks and how to give directions.

- **Autism and Me (*Autism*)**

20 min. – Author: Rory Hoy

This DVD provides a privileged glimpse into the world of Rory Hoy, an 18 year old filmmaker with autism, letting us take a journey through his everyday experience and see it through his eyes.

- **Autism In The Classroom (*Autism*)**

16 min. – Author: World Educational Resources

This tape is a good overview as it covers symptoms, common behaviors, misconceptions, needed supports, treatment, IDEA and the responsibilities of educators and parents. It also features interviews with children, their teachers and parents as well as Dr. Bernard Rimland, founder and technical director of the Autism Research Institute, and author, technical director for the movie "Rain Man".

- **Bipolar Disorder (Shifting Mood Swings) (*Bipolar*)**

24 min. – Authors: Robert Hirschfeld, of the University of Texas Medical Branch – Karen Wagner, Director of UTMB's Division of Child and Adolescent Psychiatry – and Joseph Calabrese, Director of the Mood Disorders Research Program at University Hospitals of Cleveland.

In this insightful program, patients speak from their own experience about the complexities of diagnosis and the very real danger of suicide, while family members and close friends address the strain of the condition's cyclic behavior.

- **Bipolar Disorder In Children (Proper Diagnosis & Treatment Options) (*Bipolar*)**

27 min. – Author: Aquarius Health Care Media. Bipolar disorder (formerly called "manic depression"), a mood disorder that can strike children as well as adults. Hear what leading experts have to say about proper diagnosis and treatment.

- **Brazelton On parenting (Parenting Challenges – Challenged Kids)**  
**(Teaching)**

22 min. What do kids and concerned parents face in the 21<sup>st</sup> century? Violent schools, intense academic pressures, and high-tech digital media that invade every corner of life. Section one of the series presents solutions to particular problems in education, child safety and the healthy development of a child's attitude and behavior.

- **Breakthroughs (How to Reach Students with Autism) (Autism)**

25 min. – Author: Karen Sewell. A hands-on, how-to approach to reaching and teaching students with Autism. Based on Karen Sewell's groundbreaking teacher's manual of the same name. In this video, Sewell demonstrates successful techniques for working with students with Autism that she has refined in her 20 years of special education instruction. Watch as she makes significant progress over a four month period with a three-year-old preschool student, through a rigorous but compassionate program of early intervention, high expectations, tough love, physical prompting, modeling and attention to task.

- **Cerebral Palsy – What Teachers Need to Know (Cerebral Palsy)**

16 min. – Author: Susie Rodde. Susie Rodde is a corporate sensitivity trainer who has cerebral palsy. In the DVD she helps teachers and professionals working with children (grades K-12) that have this developmental disability while covering types and sub-classifications of causes, and medical disorders related to cerebral palsy. Susie also tells why parents, schools and teachers are critical predictors of who will achieve their long-term goals.

- **Collaboration & Teaming (Teaching)**

2 hrs. – Authors: Dr. Carrie Chapman and Cate Hart. This DVD presents eight vignettes featuring a school team as they progress through a year-long planning process, facing challenges, and designing realistic and purposeful solutions. Drawn from decades of experience consulting with school teams across the nation, this series offers knowledge, skills and tools to help educators become more effective collaborators and co-teachers.

- **Crash Course In American Sign Language (Hearing Disabilities)**

No descriptive information available.

- **Creating A Unified System (*Teaching*)**

56 min. – Authors: Wayne Sailor, University of Kansas and Blair Roger of Oakland California. This video illustrates how White Church Elementary School in Kansas City, Kansas created a unified system to support the learning needs of all students regardless of label or severity of need.

- **Differentiation Live! (*Teaching*)**

70 min. – Authors: Leonard C. Burrello, Executive Director Co-Producers ERP, Inc. and Indiana Institute on Disability and Community. This DVD documents teachers as they begin their differentiated instruction journey. The Forum on Education visited educators from elementary and middle school classrooms to demonstrate and describe ways they plan instruction within an Understanding by Design mindset to ensure all children are engaged in meaningful, standards – based work. Each classroom segment examines instructional purposely designed to provide proven learning experiences based on student’s readiness and learning profiles. With classroom footage and interviews, a thoughtful and realistic approach to differentiated curriculum, assessment and instruction is made reasonable and feasible.

- **Difficult Moments For Children and Youth with Autism Spectrum Disorders (*Autism*)**

No information available.

- **Dillon Is Different (*Inclusion*)**

23 min. – Author: News Anchor Ted Koppel. In this program, ABC news anchor man Ted Koppel compassionately presents Dillon’s story as an opportunity to better understand the genetic disorder called Fragile X Syndrome. Through anecdotes, Dillon’s family members describe aspects of his behavior, the ostracism he faces and the time when in a bold and unusual step, they went to his school to explain to his peers why he is so different.

- **Discipline for Students with Disabilities (*Behavior*)**

15 min. – Author: Melinda Baird, Esq. New Ways to Respond to Misbehavior in School and in the Classroom.

- **Dyslexia (*Dyslexia*)**

15 min. – Author: World Education Resources. As a language based learning disability Dyslexia can affect children in many ways. This video helps explain what Dyslexia is, the different ways it can affect a child and numerous things that can be done to help a Dyslexic child succeed in the classroom. Girard Sagmiller, an expert on Dyslexia helps us gain insight into Dyslexia and discussed what a Dyslexic child sees when looking at the written word. Also discussed are evaluation techniques and the importance of phonics and a multi-sensory structured language approach. This is a good introduction for professionals, teachers and parents that need basic information.

- **Educating Peter (Down Syndrome in the Inclusive Classroom)**  
**(*Down Syndrome & Inclusion*)**

32 min. – Author: An HBO Award-winning Documentary. This compelling two-part series examines the challenges and benefits of educational mainstreaming for children with mental disabilities through the poignant story of Peter Gwasdauskis, a child with Down Syndrome. Owing to the extensive classroom footage and many insightful interviews, the series is an indispensable resource for anyone studying or working with Down Syndrome, especially within an educational context.

- **Getting Ready For RTI (*RTI*)**

28 min. – Authors: John E. McCook and Joseph C. Witt. This video is for staff training on key principle implementation issues.

- **I'm Tyler – Don't Be Surprised (*Ability Awareness*)**

20 min. – Author: Educational Education Ability Awareness.

- **Just Being Kids (Supports and Services for Infants and Toddlers and Their Families in Everyday Routines, Activities and Places)**  
**(*Early Intervention*)**

50 min. – Author: Larry Edelman. This video was developed for use in both pre-service and in-service training programs with therapists, early childhood specialists, and service coordinators. This video is also useful for showing families examples of this approach to early intervention supports and services.

- **Kids and Attention Deficit Disorder (ADD)**

55 min. – Author: Edward M. Hallowell MD. A discussion with Edward M. Hallowell.

- **Kid Ability (One and Two) (Ability Awareness)**

Video One – 26 min. Video Two – 24 min. – Author: Edit Point Video of Central New York, Inc.- Program Development Associates.

(One) – Sensitivity Education; Children host this video and educate themselves and the viewer about disabilities, they learn that people are more alike than different. The program is crafted to foster sensitivity toward others and acceptance of people with disabilities. It provides general disability etiquette guidelines that both children and adults can benefit from. It is fast paced and designed to keep children's attention. Recommended for children and teens grades: K-12.

(Two) – This follow-up video introduces just a few of the devices that kids might see being used in their school or community. Hosted by children, this video helps increase awareness of the role assistive technology plays in the everyday lives of people.

- **Look Who's Laughing (Viewer Discretion Advised) (Ability Awareness)**

56 min. – Author: Randy J. Johnson. A funny and compelling documentary about the lives, experiences and humor of six working comedians who have various types of disabilities. Shot at comedy clubs across the country, Look Who's Laughing spotlights some of the most talented and truly funny comics working today.

- **MAPS Collection (One and Two) (Teaching)**

One – 73 min. Two – 35 min. – Authors: Marsha forest, John O'Brien and Jack Pearpoint

(One) – Charting Your Journey. In this video, segments of two MAPS processes are used to provide support and instruction to people concerned with excellence and integrity in person centered planning processes.

(Two) – The New MAPS Training Video Shafiks MAP. Co-Teaching as part of the foundation of an inclusive and collaborative school.

\*Introduction to 2<sup>nd</sup> edition.

\* Co-Teaching Defined.

\*Essential Components of Co-Teaching; 5 part framework.

1. Shared System of Beliefs
2. Prerequisite Skills
3. Collaboration
4. Classroom Practice
5. Administrative Roles and Perspectives

• **Negative Behavior: Positive Discipline (*Behavior*)**

25 min. – Author: Cambridge Educational Productions. This program shows parents and educators how to positively discipline children in a manner that makes the child more self-confident instead of less self-reliant. It puts the responsibility of positive behavior on the child as well as the parent. Interviews with child psychologists, parents, teachers and children are interspersed with short vignettes that show how to implement the various steps and principles covered in this video.

• **Passport To Friendship (Peer Play For Children With ASD) (*Behavior*)**

37 min. – Authors: Hilary Baldi and Deanne Detmers. This illuminating film helps parents and educators discover that although peer play is complex, the skills required for interactive play can be broken down into achievable goals. The viewer will take away a set of clearly demonstrated strategies for setting up and facilitating positive peer play experiences for their child or student. In “Additional Resources” the viewer can also access an array of tried and true peer play activities, from simple rough and tumble games to creative ideas for constructive play.

• **PATH Collection (One and Two) (*Teaching*)**

One – 65 min. Two – 65 min. – Author: Inclusion Press.

(One) – Working With Groups. This inspiring teaching video illustrated two PATHS with two groups planning the future of a school system. One with 40 High School Groups planning the future of a school system. One with 40 High School Administrators and Students. A must for anyone using PATH as a tool for change. Leadership and vision in action. Useful



for social service, small business, etc. If you are dealing with change, this video is a must watch.

(Two) – This video is an exciting, creative colorful futures planning tool. 8 steps demonstrated with an individual and his family. An excellent introduction video that describes each step. A young man with cerebral palsy is the focus person in this video.

- **RTI: Create Your Own Response To Intervention (One & Two)**  
***(Intervention & RTI)***

One – 79 min. Two – 116 min. – Author: Dr. Alan Coulter

(One) – Dr. Coulter defines RTI. Two approaches shown.

(Two) – Teacher roundtables, ICT problem solving stages and RTI problem solving team meeting.

- **RTI Tackles The LD Explosion (RTI)**

57 min. – Author: Karen Norlander. Learn how seemingly minor changes in federal law place new and far reaching demands on the entire school community and become a powerful catalyst designed to re-define the roles and responsibilities of special education and general education in tackling illiteracy.

- **RTI Tackles Reading (RTI)**

33 min. – Author: Karen Kemp. To ensure that your school has the knowledge, expertise and strategies to successfully implement response-to-intervention (RTI). This production provides valuable and practical information. Learn about the research on reading, disabilities, the five essential components to reading, the three-tier-model, as well as the critical features of the RTI process.

- **School Wide Behavioral Support (Behavior)**

59.23 min. – Authors: The Forum on Education at Indiana University and Indianapolis Public Schools. Two urban schools were selected to introduce the process of school wide behavioral support. Each school developed a leadership team that went through three days of training with district staff and IU facilitators to design a structural process for their individual schools.

- **Sign Language For Everyone: Learn Sign Language: “How to Talk to a Person Who Can’t Hear” (*Hearing Disabilities*)**

55 min. – Author: Christine Jenkins. Learn over 300 signs in a fun & conversational way. In one hour we cover: family, friends, feelings, religions, dating, work, sports, school, professions, home, food, animals, time, travel and the alphabet!

- **Soar Into Science (Science Learning Activities for Kindergarten Through 5<sup>th</sup> Grade) (*Science*)**

Author: Robin B. Howse Ph.D, Orelena Hawks Puckett Institute. Soar Into Science provides activities that parents can do with their children to support the science curriculum. Activities are linked to national science education standards students will learn about at school. A special considerations section guides parents in ways to adapt science activities for students with disabilities. Each activity also includes fun facts suggestions for follow-up activities and a list of additional resources.

- **Step-By-Step Heather’s Story (*Down Syndrome*)**

30 min. – Author: Jacky Comforty. This is a unique opportunity to observe the inclusion process over two school years. It begins with 8 year old Heather, a little girl with Down Syndrome, is in a self-contained, special education classroom. It follows her through age 10 and full inclusion into her classroom as well as full inclusion into her neighborhood school. It documents Heather, her family, teachers, aid, principal and classmates as they make this journey. Viewers see the step-by-step nature of the inclusion process, its challenges and its rewards.

- **The ABCs of Emotional Behavioral Disorder (*Behavior*)**

33 min. – Authors: Bob Clasen and Molly Kilkenny. This video outlines a best practice approach to successfully integrate elementary and middle school EBD students into the educational mainstream. The video features special education teacher, and student portraits and family interviews. Segments include: myths and misconceptions, searching for hidden strengths, Amanda’s story, instructional strategies, and role plays to de-escalate and resolve conflict. The profile of eleven year old Amanda puts theory into practice. She is charming but lonely, hard-working but struggling with grades, aware of her challenges yet optimistic about the future.

- **The Behavior Education Program (*Behavior*)**

25 min. – Authors: Leanne S. Hawken – Hollie Patterson – Julie Mootz Carol Anderson. This video demonstrates the Behavior Education Program (BEP), a Tier 2 intervention designed to help the 10-15% of students who fail to meet school-wide disciplinary expectations but do not require the highest level of behavior support. Scenes set in classrooms and other school and home settings depict non-aggressive problem behaviors and show teachers, other school personnel, and parents working with students to implement the steps of the BEP. Special features include FAQs and a set of downloadable forms and training materials.

- **The First IEP (Parent Perspectives) (*Transition*)**

30 min. – Authors: Deborah Chen and Annie Cox. A must for early childhood programs and for practitioners, in training. This encouraging, informative video answers common questions about individualized education programs (IEPs) and helps parents and new professionals come together to ensure children's smooth transition from early intervention to preschool.

- **The Hidden Curriculum (Teaching What Is Meaningful) (*Autism*)**

46.30 min. – Author: Brenda Smith Myles. Using numerous everyday examples, Brenda Smith Myles emphasizes the importance of teaching hidden curriculum items directly to individuals with autism spectrum disorders and social – cognitive challenges, even if it means skipping other more traditional content for the moment.

- **The Potato Video (A Look At Misguided Effort) Closed Cap. (*Teaching*)**

3 min. – Author: Center for Technical Assistance and Training. This 3-minute lighthearted DVD looks at misguided efforts. Having achieved “cult” status with watchers across the Country, it delivers a powerful message on how attitudes about “difference” drive interactions and services for people with disabilities. Perfect orientation and ongoing staff training for human service professionals, support staff, and residential and vocational service organizations. Uniquely covers 19 common phrases or attitudes that may be hurting the people you serve. A great opener for presentations and training.

- **The New Seven Deadly Sins (*Legal*)**

25 min. – Author: Melinda Baird. Common mistakes that lead to litigation.

- **The Power of 2 – (*Inclusion*)**

3 hrs. Author: Marilyn Friend. This DVD provides a comprehensive look at co-teaching as part of the foundation of an inclusive and collaborative school. Most of the core concepts are still valid and are still included here---for example, clear and detailed demonstrations of six co-teaching arrangements that make up the heart of the program. However, some of the lessons learned from those who now have considerable experience with co-teaching and the shift in the context in which school programs now operate are added, as are the suggestions made by professionals in the field who work with co-teaching on a daily basis.

These changes in the Power of Two are still intended to assist educators – first-year teachers and those with extensive experience – to collaborate and share their knowledge and skills in order to help their students maximize their potential.

- **The Power of RTI (Classroom Strategies K-6) (*RTI*)**

68 min. – Author: Jim Wright.

Comments: “Finally, a training tool that provides practical strategies for behavior management. So needed in our classrooms today. I highly recommend “The Power of RTI!”

Joseph Zambito, Ed.D., Superintendent of Schools

Comments: Jim Wright has done it again! This is undeniably one of the best instructional videos on behavior in today’s market! It is an invaluable resource. I highly recommend this video as a necessary training tool for targeted behavioral interventions that work.”

Cassandra Allen Holfield, Ph.D.

Director, Learning Resource Center

Comments: “Bulls eye! Once again, Jim is on target with realistic and practical guidelines on RTI. His research-based interventions are outlined in a clear and practical format that can be implemented immediately in various school settings.”

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Comments: “Bulls eye! Once again, Jim is on target with realistic and practical guidelines on RTI. His research-based interventions are outlined in a clear and practical format that can be implemented immediately in various school settings.”

- **The Spectrum of Autism (Closed Cap.) (*Autism*)**

34 min. Author: Heidi Rosenthol. In this video we share in the experiences of several families who have struggled to care for children who fall at various points on the spectrum of autism. We hear as well the perspectives of clinicians and educators who explain the difficulties they face in recognizing autism, and point to common developmental signs which may be early signals of the disorder.

- **Through Deaf Eyes (*Hearing Disability*)**

120 min. – Author: Ken Chowder. This video explores almost 200 years of Deaf life in America and presents a broad range of perspectives on what it means to be deaf. This film is propelled by the stories of people, both eminent and ordinary, and sheds light on events that have shaped Deaf lives; the creation of schools for deaf students; the debate about American Sign Language; the campaign for a deaf-friendly telephone; the TTY; the fight for a deaf president at Gallaudet University; and some very loud rock and roll.

- **Through The Same Door (*Transition*)**

25 min. – Author: Mara Sapon-Shevin, Ed.D. Micah Fialka-Feldman, a 21 year old student with a cognitive disability, who enjoys a typical life: making friends, participating in college activities and volunteering in the

community and in politics. Less typically, he travels the country speaking. But for all of his life, there have been people telling him that he could not have a regular life.

- **Together We're Better (*Inclusion*)**

Author: Marsha forest, Jack Pearpoint, Judith Snow

Part 1 - 59 min. Introduction to Inclusion

Part 2 - 37 min. Strategies

Part 3 - 51 min. MAPS & PATH

This three-video set offers ready access to an acclaimed presentation on creating inclusive communities. This week-long Inclusion Workshop was conducted by noted inclusion specialists Dr. Marsha forest, Dr. Jack Pearpoint, and Ms. Judith Snow. Together We're Better introduces the possibilities of inclusion to parents, educators and communities generally. It provides a basis for understanding individual and group dynamics. Dr. Forest and Pearpoint and Ms. Snow demonstrate ways of analyzing a problem, mapping out the desired result, and finding ways to achieve the goal. They offer audiences a set of effective tools and strategies for fostering inclusive environments.

- **Understanding The System And The New Law (*Legal*)**

50 min. Author: Grace M. Hanlon. This program will help parents and educators better understand the recent changes to the law governing Special Education. The Individuals with Disabilities in Education IMPROVEMENT Act (IDEA). This law was reauthorized by the Bush Administration in the Fall of 2004. The changes affect everyone, both regular and special educators and most importantly, the students.

- **We're Not Stupid (*ADD – Dyslexia*)**

14 min. – Author: Fonya Naomi Mondell. An insightful and very -- personal video that gives a voice to people who are struggling with learning disabilities. It was made by filmmaker Fonya Naomi Mondell, who is also living with learning differences. She captured the personal stories of young people from all walks of life who discuss what it's like to live with attention deficit disorder and dyslexia. Their Comments are open, honest and direct. Their determination to manage their conditions shines through.

## CDs

- **We're People First (Music)**

No time frame available. Author: Jeff Moyer. This project was conceptualized as an effort to disseminate the use of these songs celebrating our diversity and the dignity of the human spirit. Several of these songs were developed with, and all were field-tested by, Third Street Kids, a performing arts troupe of children and teenagers with and without disabilities, based in Tucson, Arizona.

Full Vocals With  
Accompaniment

**Volume I**

1. We're People First
2. We're Different
3. Some May Walk
4. Yes, I Can!
5. Same Difference
6. Kids Like Any Others

**Volume II**

7. We Are Survivors
8. Friendship Song
9. Reflections
10. Wake Up Now
11. We Are All Family
12. Do You See Me As  
An Equal?

Accompaniment Only  
(Karaoke Style)

**Volume I**

13. Kids Like Any Others
14. Same Difference
15. Yes, I Can!
16. Some May Walk
17. We're Different
18. We're People First

**Volume II**

19. Do You See Me As An Equal?
20. We Are All Family
21. Wake Up Now
22. Reflections
23. Friendship Song
24. We Are Survivors

## VIDEOS

- **ADHD & LD (*Learning Disabilities*)**

52 min. – Author: Sandra Rief presents proven and effective strategies and accommodations to help students with ADHD learning disabilities and other related disorders become successful in classroom settings. Based on current research, teachers are provided a wide range of field tested techniques to assist students with attentional behavioral and learning challenges in each of the following areas:

- Engaging Student's Attention and Active Participation
- Differentiating Instruction In The Classroom
- Classroom Management and Behavioral Interventions
- Academic Strategies Related To Organization, Study Skills and Written Language
- Collaborating and Teaming For Success

- **Collaborative Planning Transforming Theory Into Practice**  
***(Inclusion)***

32 min. – Author: Richard Villa. Adult collaboration is essential to the effective inclusion of students with disabilities. Richard Villa presents a comprehensive understanding of the five essential components necessary to an effective teaming process. This informative video offers schools a useful guide to transform theory into practice.

- **Communicating options for deaf children (A Family Decision)**  
***(Hearing Disabilities)***

18 min. – Author: Program development Associates. This video helps parents, service providers and college students understand that there is no “one right way” of communicating with deaf children that will meet the needs of all families. The emphasis is on researching the various communication options, choosing what is best for a family, and starting the communication process early.

- **Differentiated Instruction (A Focus On Inclusion) *(Inclusion)***

50 min. – Author: National Professional Resources, Inc. Learn how you can differentiate your classroom or train others to differentiate theirs, by observing the teaching and learning process in real classrooms, K-12. Based on the core components of differentiation that govern all quality instruction begin to learn how to more effectively:

- Deliver Appropriate Curriculum Content
- Inform Your Decision Making
- Evaluate Student Products
- Implementation Instructional Processes
- Use On-Going Assessments



- **Exploring the Neurocircuitry of the Brain and It's Impact on Treatment Selections in ADHD (Science)**

1 hour – Authors: Peter S. Jensen, MD and Stephen Stahl, MD, PhD

In an effort to understand the relationship between the neurocircuitry of the brain and how neurotransmitters impact specific areas and affect cognitive functioning, this interactive, evidence-based psycCME TV activity will discuss the role of neurotransmitters in the prefrontal cortex (PFC) and their impact on brain circuitry and treatment selection in ADHD.

- **It's So Much Work To Be Your Friend (Behavior)**

90 min. – Author: Richard D. Lavoie. This video explores the causes and consequences of “social incompetence”. Drawing on current research and thirty years of experience in residential schools. Richard Lavoie provides powerful strategies for teaching friendship skills in the classroom, on the home front, and in the community.

- **Pharmacotherapy: (Roadmap To Recovery From Schizophrenia, Part I and II) (Schizophrenia)**

1 hour – Authors; Stephen L. Marder, MD, Peter J. Weiden, MD and Prakash S. Masand, MD.

Part I – Learning Objectives

- Describe the Long Term Clinical Implications of Working Toward A Recovery Concept
- Assess The Strengths Of The Current Evidence Supporting The Efficacy Of Pharmacotherapy As A Component Of Recovery
- Utilize Clinical Judgment To Select Individualized Targeted Treatment Based On Side Effects And Efficacy

Part II – Learning Objectives

- Contrast The Pharmacologic Profiles (Efficacy, Side Effects, Pharmacodynamics, Pharmacokinetics) Of The Different Antipsychotics.
- Identify The Most Appropriate Antipsychotic Based On Characteristics Of Individual Patients

- Apply Knowledge Of Pharmacology And Patient Characteristics To Provide Individualized Treatment For Psychosis In Common Clinical Situations

- **FERPA Made Simple (*Legal*)**

30 min. – Author: LRP Publications. Staff training on student privacy rights.

- **Getting Ready For RTI (*RTI*)**

28 min. – Authors: John McCook, Ed.D. and Joseph C. Witt, Ph.D. Staff training on key principles, implementation issues.

- **Positive Results (*Behavior*)**

20 min. – Author: LRP Publications. Working effectively with difficult people in your school.

- **Procedural Safeguards (*Legal*)**

16 min. – Author: Melinda Baird. An A-Z guide to complying with the law. Individuals with disabilities education improvement act video training series.

- **Respecting Family Needs In The IFSP (*Hearing Disabilities*)**

Author: Jerome H. Morton, Ph. D. Observe a parent of a 26 month old child with a hearing impairment.

- **Safety Tips For Teachers (It Didn't Have To Happen) (*Teaching*)**

14 min. – Author: LRP Publications

- **Teach Me Different (Part I and II) (*Teaching*)**

Part I – 108 min. Part II – 114 min – Author: Sally L. Smith. All children with disabilities can be classroom successes. Sally L. Smith demonstrates simple, effective techniques you can use immediately to guide them to academic excellence.

#### Part I

- Takes you inside the brain of children with learning challenges, revealing the overwhelming confusion,

frustration and sense of inadequacy they struggle with every day.

## Part II

- Sally leads you through the diagnostic and prescriptive steps necessary for engaging immature passive, and concrete thinkers in experimental learning.

- **Today's Heroes (*Inclusion*)**

17 min. – Author: A collaborative project of The Hitachi Foundation, Points of Light Foundation and National Youth Leadership Council  
This film for teenagers offers powerful, personal perspectives on the Value of community service by young people involved in it.

- **Understanding Autism (*Autism*)**

19 min. – Author: council For Exceptional Children. Autism's cause is unknown. There is no cure, and it strikes each victim differently. In this ground-breaking video, therapists, teachers, and parents of children with autism discuss the nature and symptoms of this life long disability.

- **Understanding Learning Disabilities: How Difficult Can This Be? (*Teaching*)**

This informative and entertaining film allows the viewer to look at the world through the eyes of a learning disabled child. It features a unique workshop attended by parents educators, psychologists and social workers. They participate in a series of classroom activities which cause Frustration, Anxiety and Tension, emotions all too familiar to the student with a learning disability. Following the workshop, the participants enter a lively discussion of topics ranging from school/home communication, sibling relationships and social skills.

- **Understanding The Requirements Of The Law (*Legal*)**

38 min. – Author: Melinda Baird. Individuals with Disabilities Education Improvement Act video training series.

- **With A Little Help From My Friends (*Inclusion*)**

61 min. video on inclusion

## Books

- **A Guide To Co-Teaching With Paraeducators (Practical Tips For K-12 Educators) *(Teaching)***

127 Pages – Authors: Ann I. Nevin, Richard A. Villa, and Jacqueline S. Thousand. As this book unfolds, you – the reader- will learn how the presence of paraeducators in the classroom helps to ensure that individual students can receive differentiated instruction to meet their diverse needs. The content of each chapter focuses on effective instructional practices and includes problem – solutions scenarios based on real-life experiences of paraeducators in inclusive classrooms and the educators with whom they work.

We wanted to let the paraeducators “voice” and experience come through and we wanted to write in such a way that all who care about the work of the paraeducator can find the book useful in guiding their work with paraeducators. That’s why we hope that parents, teachers, school board members and related service personnel such as speech therapists and guidance counselors will use this book. Our goal is to help all our readers add new reasons to respect and advance the work of paraeducators in our schools.

- **Activating The Desire To Learn *(Teaching)***

164 Pages – Author: Bob Sullo shows how to apply lessons from the research on motivation in the classroom. According to the author, we are all driven to fulfill five essential needs: to connect, to be competent, to make choices, to have fun and to be safe. Studies show that when these needs are met in schools, good behavior and high achievement tend naturally to ensue.

Written as a series of candid dialogues between the author and K-12 students, teachers, counselors and administrators, *Activating The Desire To Learn* covers everything you need to know to change the dynamics of learning in your classroom or school, including:

- A comprehensive overview of the research on internal motivation
- Case studies of strategies for activating internal motivation at the elementary, middle, and high school levels
- Suggestions on how to assess degrees of student motivation
- Guidelines for integrating the principles of internal motivation with standard-based instruction.

Motivating students is not the issue – the hunger to learn is ever present, yet schools continue to insist on the traditional reward - punishment

model, to the detriment of student achievement. Clearly it's time for a change. This engaging and thought-provoking book will help you create a culture of achievement by building on the inherent drive to succeed that students bring to the classroom every day.

- **An Imaginative Approach To Teaching (*Teaching*)**  
239 Pages – Author: Kieran Egan. This groundbreaking book offers an understanding of how student's imaginations work in learning and shows how the acquisition of cognitive tools drives students educational developments. This approach is unique in that it engages both the imagination and emotions. The author clearly demonstrates how knowledge comes to life in students' minds if it is introduced in the context of human hopes, fears, and passions.
- **Asperger's Syndrome (*Asperger's Syndrome Disability*)**  
221 Pages – Authors: Stephan M. Silverman, Ph.D. and Rich Weinfeld. This book covers topics such as recognizing and diagnosing Asperger's Syndrome, addressing the needs of students with Asperger's implementing successful practices in the classroom, working with the school system, and providing interventions in the home to help develop needed skills.
- **Brain Friendly Strategies For The Inclusion Classroom (*Inclusion*)**  
229 Pages – Author: Judy Willis, MD. Historically teachers in regular classrooms have not felt prepared to teach exceptional students preferring to leave the job to trained specialists. But times and laws have changed, and most classrooms today have at least some inclusive aspects to them. Brain research has provided educators with a better understanding of instructional practices that not only are essential for students with special needs, but also benefit their peers.. These new tools will both help teachers face the challenges of teaching an inclusion class and make teaching more fruitful and rewarding.
- **Breaking Ranks In The Middle: Strategies for Leading Middle Level Reform (*Teaching*)**  
290 pages – Authors: Theodore R.Sizer and Deborah Meier. Breaking Ranks in the Middle distills the most important key concepts in middle grades reform into a clear, user-friendly document. This book provides a tremendous resource for school leaders who wish to focus the efforts

of their staff on student achievement and educate their communities about the critical role that middle level schools play in an educational system committed to excellence for all students. It showcases superb examples of schools breaking the mold. *Breaking Ranks In The Middle* provides a valuable framework for considering the many aspects of middle school education. It should serve as a potent catalyst for reflection and growth of individuals and groups that want the full spectrum of early adolescents to flourish in school. It offers a comprehensive presentation of key elements, processes, and examples for all middle level educators to study.

- **Breakthroughs – How To Reach Students With Autism (*Autism*)**  
243 Pages – Author: Karen Sewell. This book is filled with useful details, practical suggestions, lists of materials, how-to's in managing disruptive behaviors and other minutiae that will delight teachers looking for ideas, or corroborate what they have already been doing in their own classrooms.
- **Differentiated Literacy Coaching (*Teaching*)**  
185 Pages – Author: Mary Catherine Moran presents a solution for meeting the diverse needs of literacy coaches and their charges. The heart of the book is an exploration of the literacy coaching continuum, a series of professional learning formats that coaches can use singularly or in combination to design and deliver the most effective, most appropriate support.
- **Each Belongs (*Inclusion*)**  
107 Pages – Author: Jim Hansen. This book is the untold story of the history of inclusion in Ontario. To the best of our knowledge, although there were spotty examples of excellence in “Inclusion” throughout Canada, United States and UK, the Hamilton-Wentworth Catholic District School Board (HWCDSB) was the first school system anywhere to welcome all students into a fully inclusive system. We see *Each Belongs* as a tool for families, advocates, teachers, principals, school board members and policy makers. They can hold it up and say “It can be done” and “If they have been doing it for over 30 years, we can do it here”.

- **Enhancing Professional Practice – A Framework For Teaching**  
**(Teaching)**

200 Pages – Author: Charlotte Danielson. This book has been revised and updated and also includes frameworks for specialists, such as school nurses, counselors, library/media specialists and instructional coaches. Comprehensive clear and applicable to teaching across the K-12 spectrum, the framework for teaching described in this book.

- **Getting To Got It! (Teaching)**

167 Pages – Author: Betty K. Garner. In this book, Betty K. Garner focuses on why students struggle and what teachers can do to help them become self-directed learners. Difficulty reading, remembering, paying attention or following directions are not the reasons students fail but symptoms of the true problem: underdeveloped cognitive structures – the mental processes necessary to connect new information with prior knowledge; organize information into patterns and relationships; formulate rules that make information processing automatic, fast and predictable; and abstract generalized principles that allow them to transfer and apply learning.

- **Inclusion: A Service, Not A Place (A Whole School Approach)**  
**(Inclusion)**

162 pages – Authors: Dorothy Kerzner Lipsky and Alan Gartner  
This book focuses on a whole school approach, positioning the student as the centerpiece of educational decision making, with services provided as appropriate and consistent with the IEP. Topics covered include:

- Education laws
- The IEP
- Collaboration
- Supplementary aids and services
- Cooperative learning and peer support
- Interventions: Academic and Behavioral – RTI and PBIS
- Assistive technology and Universal Design for Learning (UDL)

- **Leading Everyday – 124 Actions For Effective Leadership *(Teaching)***  
 301 Pages – Authors: Joyce Kaser – Susan Mundry – Katherine Stiles.  
 Our underlying purpose – helping you to be an effective leader during a time of rapid change. Most of the content in this book is part of the National Academy for Science and Mathematic Education Leadership, which provides participants with the knowledge and perspectives to carry out their roles as leaders. The primary audience for this book is leaders.
- **Lesson Plan Book For The Diverse Classroom *(Teaching)***  
 110 Pages – Author: Stacy Pellechia Dean, Ph.D. The purpose of this lesson plan guide is to help you plan for effective classroom instruction with emphasis on making the curriculum accessible for all students through utilization of universal design for learning (UDL) .
- **Life Skill Lessons – 650 Ready-To-Use Transition Activities *(Teaching)***  
 247 Pages – Author: Ellen McPeck Glisan. The Life Skill Lessons curriculum provides a method of inserting important life skills instruction into any academic curriculum with minimal interference. The 650 daily activities each take only a few minutes to complete, and cover different tasks, ideas and skills that adults use in their daily lives. The lesson activities are divided up into five subject areas: Math, Social Studies, Science/Health, Expressive Literacy and Receptive Literacy.
- **Managing Classroom Behavior – A Reflective Case-Based Approach *(Behavior)***  
 227 Pages – Authors: James M. Kauffman, Mark P. Mostert, Stanley C. Trent and Daniel P. Hallahan. This book represents our efforts to help prospective and in-service teachers meet that challenge as reflective practitioners of the profession of teaching.
- **Managing Paraeducators In Your School – How To Hire, Train and Supervise Non-Certified Staff *(Teaching)***  
 165 Pages – Author: Nancy K. French. This book is intended to serve district – level administrators with responsibilities for curriculum and instruction, special education, bilingual education, and ESL, as well as Title I and other remedial programs. It is also written for the school administrator who is serious about supporting good teamwork among



the teachers and paraeducators in the building. Finally, this book is for teachers and all the school professionals who work directly with paraeducators.

- **Melding: A Partner Teacher's Guide To Working With Paraeducators Who Support Students With Disabilities *(Teaching)***

145 Pages – Authors: Mary Lasater, Ed.D, Marlene Johnson, Ed.D. and Mary Fitzgerald, M.Ed. This book is a resource that can be used alone. It is actually part of a training and resource package. This package also includes six training modules entitled , “Paraeducators: Lifelines In The Classroom”. A resource for the building – level administrator entitled “Triplicity” Administrator's Guide For Facilitating an d Mentoring The Partner Teacher/Paraeducator Partnership.

- **One Teacher At A Time – Improving Student Learning *(Teaching)***

143 Pages – Author: Jane E. Pollock. This book examines four principles that a teacher can employ in combination to improve student learning. These principles are modifications of proven, fundamental practices that have evolved from the work of a variety of educators.

- **PATH – (Planning Alternative Tomorrows With Hope) Positive Possible Futures *(Inclusion)***

55 Pages – Authors: Jack Pearpoint, Jack O'Brien and Marsha Forest. The aim of this book is to build sufficient common understanding and mutual support so that people can focus their wisdom and their energy on developing the hopeful potentials in difficult situations. Our overarching purpose is to create more just, more hospitable, and more competent communities – a little bit at a time.

- **Practical Strategies and Compliance Tips for Serving Students With Autism – Part I and II *(Autism)***

94 Pages – Authors: Stephen Bevilacqua and John W. Norlin, Esq.

- Part I of this book presents a compilation of practical strategies, employed at the school district level, which you can model to better serve this student population.
- Part II provides summaries of relevant published decisions and opinions both judicial and administrative that offer helpful interpretations of the law relating to The Provision Of Services for Students with Autism.

- **RTI: The Classroom Connection For Literacy (RTI)**

217 Pages – Authors: Karen A. Kemp and Mary Ann Eaton. In this book our focus is on reading. The key precepts of reading currently receiving the most attention are those identified by The National Reading Panel.

These are:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary and Comprehension

While other skills are needed to be a good reader, these five are essential.

- **RTI Toolkit – A Practical Guide For Schools (RTI)**

241 Pages – Author: Jim Wright. This book was written to provide educators with the necessary guidance and tools to implement response to intervention (RTI) in a school setting. A guiding philosophy of this book is that “The quality of a school as a learning community can be measured by how effectively it addresses the needs of struggling students”. Schools are judged by their success in working with marginal learners who would otherwise fall through the cracks and become lost. RTI is a means to expand school’s capacity to reach and support diverse learners.

- **Simple Strategies That Work (Inclusion)**

40 Pages – Authors: Brenda Smith Myles, Diane Adreon and Dena Gitlitz. This book introduces strategies that can help a student with AS/HFA on the road to success. The strategies can be applied to students of all ages. Preschool through high school. In addition, they can be applied in all settings – in the classroom, on the playground, in the hallways at school, during lunch, physical education, recess and specials as well as on field trips.

- **Smart Kids With Learning Difficulties – Overcoming Obstacles and Realizing Potential (Teaching)**

195 Pages – Authors: Rich Weinfeld, and Betty Roffman Shevitz. The purpose of this book is to guide parents and educators toward identifying and planning for these bright, underachieving kids so that they will reach their true potential. The disabilities covered are:

- Asperger’s Syndrome
- ADHD and other attention deficit disorders

- Dyslexia and other learning disabilities
  - Autism
- **Teaching Strategies – A Guide To Better Instruction (*Teaching*)**  
 421 Pages – Authors: Donald C. Orlich, Robert J. Harder, Richard C. Collahan and Harry W. Givson. This book focuses on generic methods text for teachers as leaders and instructional decision makers by offering down-to-earth help on the most commonly used classroom teaching strategies and tactics. This book is especially suitable for both pre-service and in-service teachers in today’s increasingly diverse and inclusive classrooms.
  - **Teaching Styles and Strategies (*Teaching*)**  
 269 Pages – Authors: Harvey F. Silver, J. Robert Hanson, Richard W. Strong and Patricia B. Schwartz. This book is a practical directory of teaching strategies. The book has one purpose: To enrich the practice of teaching. The strategies may be used singly or in combination one at a time, or many at one time. The strategies in various combinations and sequences represent a classroom management system.
  - **The ABC’s Of Bullying Prevention – A Comprehensive Schoolwide Approach (*Behavior*)**  
 115 Pages – Author: Kenneth Shore, Psy.D. This book describes a comprehensive bullying prevention program that recognizes the need for both prevention and intervention components. It can be used on it’s own or as an accompaniment to a four part video/DVD program also called “The ABC’s of Bullying Prevention”.
  - **The Caring Teacher’s Guide To Discipline – Helping Young Students Learn Self Control, Responsibility and Respect (*Behavior*)**  
 192 Pages – Author: Marilyn E. Gootman. This book explores practical strategies for actualizing caring in the classroom so that we can indeed make a difference in the lives of our students.

You’ll Learn:

- Strategies to give students realistic expectations and establish rules for behavior
- Prevent and resolve misunderstandings using open communication
- Deal with anger (yours and your student’s)

- Communicate more effectively in order to prevent or resolve misunderstandings.
  - Develop and use problem – solving techniques
  - Reach students with trauma and dysfunction associated behavioral problems
  - Create effective partnerships with parents
- **The Co-Teaching Lesson Plan Book *(Teaching)***  
 96 Pages – Author: Lisa Dieker, Ph. D. This book was designed to facilitate collaborative planning between general and special educators and provide documentation of accommodations for students with disabilities.
  - **Triplicity: Administrator’s Guide To Facilitating The Partner Teacher/Paraeducator Partnership *(Teaching)***  
 68 Pages – Authors: Mary Lasater, Ed.D., Marlene Johnson, Ed.D., and Mary Fitzgerald, M.Ed. This book is an extension of effort to assist campus – level administrators in ensuring an effective efficient partner teacher and paraeducator partnership. The suggestions and tool s in this guide are a reflection of input received over the years from campus-level administrators, partner teachers and paraeducators along with personal experiences as partner teachers.
  - **What Successful Teachers Do In Inclusive Classrooms – Research Based Teaching Strategies That Help Special Learners Succeed *(Teaching)***  
 126 Pages – Authors: Sarah J. McNary, Neal A. Glasgow, Cathy D. Hicks. This book is about all students learning. The strategies are designed to guide the teacher through the process of adapting the teaching practices and learning environment to address the needs of all learners. The instructional strategies presented are relevant for any student, any grade level.

## **Gifted Books**

- **A Menu Of Options For Grouping Gifted Students**

56 Pages – Author: Karen B. Rogers, Ph.D. A leader in the field of gifted education, provides teachers with practical advice for choosing a grouping option that best fits their students and information on how to assess their grouping choices. This book gives teacher tips for grouping gifted students in and out of the classroom and provides a menu of options for serving gifted students.

- **Acceleration – Strategies For Teaching Gifted Learners**

64 Pages – Author: Joyce VanTassel – Baska shows that acceleration is a useful option that needs to be employed consistently throughout school districts. She suggests specific strategies for identifying candidates for acceleration, programmatic approaches to employ, curricular emphasis, and specific teacher strategies to use for content acceleration in the classroom.

- **Advocacy For Gifted Children and Gifted Programs**

71 Pages – Author: Joan D. Lewis, Ph.D. effectively explains why advocacy is needed to help bring about positive change in education so that all children learn at a high level especially children who are gifted.

- **Assessment In The Classroom: The Key To Good Instruction**

49 Pages – Author: Carolyn M. Callahan, Ph.D. This book provides an overview of the most common and successful assessment methods, including formal and informal assessments, student self-assessments and pre-assessment strategies for planning instruction.

- **Challenging Highly Gifted Learners**

48 Pages – Author: Barbara Gilman provides a thorough discussion of the ceiling problems encountered on common assessments, as well as strategies for teachers and parents in planning appropriate education. Successful accommodations for the highly gifted normalize their school experiences and allow them to enjoy the basic benefits of education too.

- **Curriculum Compacting – An Easy Start To Differentiating For High Potential Students**

59 Pages – Authors: Sally M. Reis and Joseph S. Renzulli discuss the research on compacting and the steps employed in implementing compacting in any classroom. They also offer key case studies as evidence of its effectiveness and answer a series of frequently asked questions that clarify important points and dispel myths about the compacting process.

- **Developing Mentorship Programs For Gifted Students**

48 Pages – Author: Del Siegle, Ph. D. This guide offers practical strategies for starting and developing a mentoring program. From structuring a program, selecting a mentor, and monitoring progress to ensuring success, this book provides an excellent introduction to the topic.

- **Early Childhood Gifted Education**

57 Pages – Author: Nancy B. Hertzog, Ph.D. answers essential questions that focus our attention and efforts toward how to best educate young children with promising potential or those who exhibit gifted behaviors. Who are these children? How do we challenge them at home and at school? What informs our practices? From creating a literacy – rich environment to affording opportunities for inquiry, the implementation of the strategies presented is sure to empower young children to pursue and develop their gifts and talents.

- **Fostering Creativity In Gifted Students**

44 Pages – Author: Bonnie Cramond, Ph.D. Encouraging creative thinking in the classroom is an exciting component of any effective gifted education program. This guide offers the basic foundations required for supporting creativity.. From establishing the right classroom environment, to using creative teaching strategies, to assessing student outcomes, this book is filled with practical information. The book also includes a listing of competitive contests and programs, and an extensive list of resources.

- **Gifted Intervention Manual**

107 Pages – Author: Diana Henage. This book was designed to provide goals, objectives and classroom instruction/intervention strategies for the development of students identified as gifted and talented students identified by The Gifted Evaluation Scale – Second Edition.

- **Identifying Gifted Students – A Step-By-Step Guide**

71 Pages – Author: Susan K. Johnsen, Ph.D. This book is designed to offer administrators, teachers, and parents an overview of the critical issues in building effective identification procedures. This book overviews definitions and characteristics of gifted students, qualitative and quantitative assessment, using multiple assessments identification procedures and decision making about placement.

- **Independent Study For Gifted Learners**

46 Pages – Authors: Susan K. Johnsen and Krystal Goree take you step-by-step through the strategy of using independent study with gifted students.

- **Identifying Gifted Students – A Practical Guide**

141 Pages (Appendices – 23 Pages – Tables and Figures: Tables 137 Pages- References/Figures 129 Pages) Author: Susan K. Johnsen. This book is designed for practicing professionals such as teachers, counselors, psychologists, and administrator who must make decisions daily about identifying and serving gifted and talented students. It is particularly useful to those educators who use multiple assessments with an increasingly diverse population. Along with models that focus on the development of talents, the first chapter provides sets of characteristics of gifted and talented students, including those who are more difficult to identify. The second chapter explains approaches to qualitative and quantitative assessments and methods for determining their technical qualities. Specific examples of portfolios, interviews and observations are discussed along with more traditional measures such as intelligence, aptitude, and achievement tests. The important topics of culture-fair and nonbiased assessments are addressed in the third chapter with solutions for common barriers to identification. To assist practitioners in selecting instruments that might be used in the identification process. The fourth chapter reviews the technical characteristics of more than 40 tests. Developing an identification

procedure, interpreting results, and making selection decisions are described in the fifth chapter, with the final chapter assisting school districts in evaluating and improving their overall identification procedures. This book should be very helpful to practitioners in establishing procedures that are effective in identifying gifted and talented students.

- **Inventions And Inventing For Gifted Students**

42 Pages – Author: Thomas P. Hebert, Pd. D. This guide offers a practical introduction to the inventing process; getting students interested in inventing, teaching the inventing process, patenting new product ideas, and participating in inventions conventions and competitions. It also includes an extensive listing of print and web-based resources.

- **Motivating Gifted Students**

52 Pages – Authors: Del Siegle and D. Betsy McCoach explore crucial issues such as why some students who seem capable of outstanding performance fail to realize their potential and what causes some gifted students to be more motivated than others. They also offer researched-based strategies educators and parents can implement to motivate students to achieve academically. They argue that with a concerted effort, educators and parents can help students to see that what they are doing serves a purpose, to believe they have the skills to perform well, to trust that their environment will encourage productivity and to set realistic expectations for themselves, thus keeping them motivated to achieve.

- **The Gifted Curriculum Guide**

Author: Mariella Simons. Instructional management program for gifted students. A cooperative effort between teacher and students insures that subject matter is at a high interest and motivation level. As the focus is enrichment, topics will covered in a regular classroom setting are avoided or, if chosen, are explored in greater in-depth.

In addition, students have an individualized enrichment plan based on the structure of the intellect. Any weakness identified are improved through a prescriptive plan designed for each individual child.



- **Questioning Strategies For Teaching The Gifted**

56 Pages – Author: Elizabeth Shaunessy. Teachers can incorporate questions effectively by knowing the various purposes, types and intended outcomes and by establishing a classroom climate that promotes active engagement, exploration and inquiry to further student achievement. To this end, Elizabeth Shaunessy offers research-based ways to create a mutually respectful classroom climate and design appropriate questions to elicit higher level thinking from students in the elementary through college levels.

- **Social and Emotional Teaching Strategies**

45 Pages – Author: Stephanie A. Nugent explains the necessity of social/emotional education in nurturing the development of gifted students and offers strategies for the classroom that work for both groups and individuals.

- **Successful Strategies For Twice-Exceptional Students**

75 Pages – Author: Kevin D. Besnoy, Ph.D. takes an in-depth look at the various learning disabilities and difficulties some gifted students face, provides practical tips for accommodating and planning instruction for these students, and gives an overview of federal law related to this population.

- **Teaching Culturally Diverse Gifted Students**

69 Pages – Authors: Donna Y. Ford, Ph.D. and H. Richard Milner, Ph.D. This guide offers practical advice for building gifted education programs that serve a rich diversity of students. This book features an overview of multicultural gifted education, effective teaching strategies and practices that support a diverse population of students, and an effective model for building a diverse, successful gifted program. The book also includes a sample curriculum and an extensive listing of print and web-based recommended resources.

- **Using Media And Technology With Gifted Learners**

65 Pages – Author: Del Siegle. In this book Del Siegle answers a series of crucial questions regarding technology and giftedness: What is literacy in the 21<sup>st</sup> century and how it is related to technology? What specific learning characteristics of gifted students attract them to technology? What is technology giftedness and how do teachers identify

it? What role does technology play in talent development? How do teachers evaluate technology products?

- **When Gifted Students Underachieve – What Can You Do About It?**

63 Pages – Author: Sylvia Rimm, Ph. D. This guide offers guidance for understanding the pressures students face in school and at home, motivating students for success, adjusting curriculum to engage these students, improving the self – concept of students and working with parents to reverse the patterns of under-performance.

- **Working With Gifted English Language Learners**

77 Pages – Author: Michael S. Matthews Ph.D. This unique, comprehensive book guides educators toward identifying gifted students in this population, including a look at nonverbal and Spanish–language testing and gives advice for integrating these students into any gifted program.

